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Dr. M. F. Lazerte,
University

Edmonton, Alta.



The Teaching of History

Education could, if men chose, produce a sense of solidarity of the human race and of the importance of international co-operation. History ought to be taught in exactly the same way in all countries of the world. It should be world history rather than national history, and should emphasize matters of cultural importance rather than wars. Within a generation, the vehement nationalism from which the world is suffering could be extinguished. The spite with which we are cutting off our own noses could be replaced by goodwill. The nationalism which is now everywhere rampant is mainly a product of the schools—and nationalism is the chief force impelling our civilization to its doom.

—Bertrand Russell,
English Philosopher

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History---Record or Opinion?

H. R. Leaver, M.A.

Another biography of Napoleon has appeared, and this time by Hilaire Belloc. The author strides through the pages of history, dragging events after him. Those that serve to bolster up his hero, he saves as intermediary platforms, elevations of a kind that intimate the coming of the Man of Destiny: those that shine with too brilliant a lustre, he discards, or dims their glory lest they outshine the rising star in the heaven of event. To him, the Elizabethan Era shows the dissolution of Western civilization; Pitt's remark, "Roll up that map," is made to refer to Marengo, while Wellington in Brussels, we are told, was not aware of Napoleon's presence in Belgium. The book has not the verity of Hardy's Dynasts, and yet it parades as historical biography, and not as literature. We would not be so concerned with this variation of historical fact, had we not been recently disturbed by other revelations that show us that the stories of our youth were mere fictions and not history. We refer to the recently-published Highland Papers dealing with the Massacre of Glencoe. Here there are letters from Stair to Breadalbane, which Macaulay deliberately misquoted so as to support the pretensions of a Whig King. It seems that by a variation of terms, events can be made other than they seem. Introduce the expression, "moral victory", and all the wars turn in their tracks, in much the same way that "according to plan" upset all notions of manoeuvres in the Great War. We are wondering whether any historian can be trusted for the true record, to say nothing of unbiased opinion, or whether the historical event is so closely associated with human conduct that finality of opinion is impossible.

This conclusive aspect of History has been doubted by many. Walpole is credited with saying, "History is not worth studying, for we know it must be false." The historian Buckle writes that, except as a positive science, History is entirely worthless, either for edification or for guidance. We might disregard Henry Ford's dictum that History is the "bunk", were his sentiments not more definitely expressed by others of greater scholarship, in a controversy that waged about thirty years ago concerning the status of History in the field of knowledge. Professor Bury stated that History is a Science, no less and no more, while Professor Jevons just as boldly averred that a Science of History in the true sense of the term is an absurd notion. One might ask for definitions, but the point that interests us is that the criticism reveals a decided difference of opinion, a variation of interpretation, and an inconclusive element in the record, and in the alleged scientific solution.

This difference of opinion gives pause to those who have regard to the subject's educational worthiness. Less than half a century ago, Professor Caird said that the question of introducing History into the university curriculum turns upon it being capable of scientific treatment. If a Science is that which gathers principles and generalizations from detailed facts, then History cannot be so regarded. Every observer has a different interpretation; the record of chroniclers cannot be trusted. Bias, and prejudice, and fear of authority were rife in the days of the record. The history

of the Middle Ages was written by priests and monks. St. Augustine's interpretation of pagan empires so dominated the thought of historians that scarcely a Sunday sermon is preached today but we perceive the penumbra of the monk's philosophy. Even so recent an event as the visit of the Soviet emissaries in 1922 to the British Parliament was reported by three reputable newspaper men in three variations of fact. Some definition of Science might bring History into its fold, but not Science as we know it. The Canadian soldiers were disturbed by clouds of poisonous gas, and Science produced immediately a gas-helmet for their protection. Industry has been disturbed for three years by the clouds of depression, and so far, no historian has supplied one practical suggestion for the alleviation of unemployment, or one single thought to dispel the aura of despair. Faction and prejudice, and national strivings are so dominant, that instead of useful precedent, we have the many "phobias" to disturb the peace of the world.

One educational value frequently ascribed to History, is that it trains in citizenship. The implication is that knowledge and conduct are coincident. There is one general truth, however, known to pedagogues and hidden from governments, and that is, that anything driven in by authority does not flow into the channel of practical citizenship. Those countries most noted for elevating patriotism, are also distinguished for their neglect of the vote. We have in Europe today numerous government "isms", flowing to the schools through educational viaducts, the aim of which is to create barriers, to establish faction, and to broadcast propaganda. The result is an atmosphere of war, a distrust of other nations, and a desire to arm when there's no enemy at the gate. This may seem contradictory to the above, but the distinction is between conduct as a practical measure, and the atmosphere of national prejudice.

History in the schools of Canada seems to be a mixture of the heroic and politics. The heroic is frequently false, always national. Here at the forefront of the ages, where Teuton and Celt rub shoulders with Slav and Romance, we still cherish those little nothings which carry distinction rather than universality. The deeds of commercial companies still occupy the front pages of our instruction, and the heroism of industrial exploitation runs rampant from cover to cover. One saving grace about the heroics is that the daring hero of the past makes good material for literature, but only when the historian has relegated him to the traditional. King Arthur lives in the epic of Tennyson, and the paladins of Charlemagne in the Song of Roland. History has not yet begun to wrestle with the universal in man. There is a line in the original folios of Julius Caesar. It runs:—

"Know, Caesar doth not wrong, not without right cause." Ben Jonson made great fun of it. It is a pity it was changed because it suits the modern historian as well as the ancient Roman. From Tacitus to Belloc, there has always been right cause for interpreting the event according to bias. We must wait patiently for the federation of the world, when politics will burst its confines, will escape its

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narrow boundaries, and brood on the problems of humanity rather than on the demands of faction.

Our readers will begin to wonder whether we regard History as anything at all. It is true that when the scientist takes it to the crucible, it separates into political, sociological, or economic; that all these aspects wander and lose themselves in the storehouse of events, and the events even have a doubtful reality masked under a false appearance. Even when treated synthetically for any underlying philosophy, the quest is doubtful, for neither Machiavelli, nor Hobbes; neither Hegel nor Karl Marx have swept their fingers over the common chords of the great human society. Yet precedent must be something in the line of progress, and we feel that the record as such is not the dominating feature in the advance. There is another synthesis going on, and it is not to the historian that we turn. History has become attractive to the playwright and to the novelist, and we are learning that great movements were not occasioned by governments and powers, but by the mighty urge that originates in the low murmur of the hungry, and in the dominant desire of the humble. Strindberg has shown us the Reformation in the hearts of printers, and Bernard Shaw has taken the maid from Domremy to illustrate the consciousness of ecclesiastical narrowness and of feudal stricture. Life bubbles up in strange places, but it is the life that we want, and not the mere accompaniment.

In conclusion, we feel that History has been emphasizing the concomitant in preference to the real spirit of communal life. When the history of the present is written, there will, no doubt, be much praise given to governments and authorities, much credit to the figureheads in office. The student will read of the wisdom of this and that law, and will know nothing of the violation of pacts, the counterfeiting of agreements, and the general abuse of office. The crest of progress is characterized by threatening crowds, and the cry of the multitude today is the same cry that disturbed King John at Runnymede, that echoed round the walls of the Bastille, and that broke in fury over the Steppes of Russia. Kings and governments are not the originators of events, but are driven by them. They set their sails to the breath of the populace. The life of the society is in the driving force, and not in the *status quo* of routine. It is this urge that should dominate the record of the event, just as it has given dominion to the event itself.

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—Richard C. Weldon

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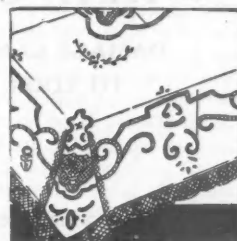
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Marginalia

Dr. C. Sansom

A punctuation test given to some pupils in Southern Alberta last spring included the following sentence: He thinks however that it wouldnt be wise. The pupils were asked to put in the needed marks.

We shall neglect the problem of the apostrophe here, and consider only the pointing of the parenthetical "however".

The pupils could do one of four things. They could put in one comma only, either before or after "however", or they could put in both the commas, or leave out both the commas. The two-comma pointing was taken as the only acceptable one in the scoring of the item.

The sentence was punctuated by 1060 pupils in Grades V to VIII inclusive. Only 238, about 22 p.c., put in both the commas; 41 p.c., nearly twice as many, left them both out; 32 p.c. put in the second comma only (after "however"); and 5 p.c. the first comma only.

By grades the results were as follows: Grade V, 10 p.c. correct; Grade VI, 19 p.c.; Grade VII, 31 p.c.; and Grade VIII, 30 p.c. It will be seen that Grade VIII did no better than Grade VII.

The older pupils presented an interesting contrast with the younger in the use of the no-comma pointing and the one-comma pointing (after "however"), respectively. The former decreased in favor from the lower grades to the higher, whereas the latter grew in favor. For the no-comma or "open" style the results were: Grade V, 60 p.c.; Grade VI, 45 p.c.; Grade VII, 30 p.c.; Grade VIII, 24 p.c. For the one-comma style: Grade V, 23 p.c.; Grade VI, 30 p.c.; Grade VII, 36 p.c.; and Grade VIII, 42 p.c. The one-comma pointing was the favorite of all the styles in Grades VII and VIII; the open style in Grades V and VI.

This is especially interesting in view of the fact that the one-comma pointing must be regarded as inferior to the open style in a case of this kind. Transitional adverb-conjunctions and parenthetical expressions, such as "therefore", "however", "nevertheless", "of course", etc., while regularly pointed, are sometimes left open, especially in a rapid style when they are felt as an integral part of the sentence. But one-comma pointing is never used. If a parenthesis is pointed at all (and it must be pointed if felt as a parenthesis), there must be two points, whether commas, curves, dashes, or what not. The fact that the one-comma pointing was preferred to all the others in the higher grades suggests that the art of punctuation is probably not being over-emphasized in the public schools.

It is encouraging to those who are really interested in the cause of education to note that defence reactions on the part of teachers are not lacking against the onslaughts on education at present being carried on by American industry and finance. One of these gestures is the formation in New York recently of an Association of University Teachers to promote (a) freedom of teaching, research, and publication; (b) freedom to participate in social and political organizations inside and outside the university; (c) protection and, when possible, increase of salaries; (d) better tenure rights; (e) maintenance of the size of teaching staffs. But this is merely one more step in the teacher organization movement at all levels of instruction, the full significance of which has as yet scarcely begun to dawn on the public mind. It means nothing less than an assertion of full citi-

zenship rights on the part of teachers. Teachers refuse to be regarded any longer as mere servants of society in any sense different from other groups. They are a part of society and they fail to see why the fact that their lives are dedicated to the principle of service should put them at any legal, social, or political disadvantage as compared with other groups which put private profit first and regard service merely as a means to profit. When the teachers have won this fight education will take its place among the respected activities of mankind.

* * *

Once more the trustees of the province in convention assembled have gone on record as opposing any form of tenure for rural teachers. It seems clear that this question of tenure is indissolubly bound up with the larger question of rural organization, and that, until the latter is reformed, no worth-while and lasting improvement can be hoped for with respect to the former. Trustees have insisted on the right to dismiss teachers on a month's notice for any reason whatever, or for no reason at all, as it pleased them; and we are faced with the anomaly of professionally trained people with provincial authorization to ply their calling having the right taken away from them by local bodies that have nothing whatever to say about either the granting or the cancellation of that authorization. It is futile to suppose that rural education will ever make any real advance under these conditions. The reform of the entire system is the first prerequisite to educational progress in Alberta.

* * *

No gesture of the trustees at their recent conference in Edmonton deserves to be more stoutly resisted by teachers than that aimed at depriving them of the right to earn a living at their chosen profession if they happen to be users, however moderate, of tobacco or alcohol. This amounts to an invasion of the private rights of teachers as citizens which is just about intolerable. The use of tobacco, if not of alcohol, is all but universal in modern society. Why did not the resolution, which emanated from the Lethbridge Board, place similar restrictions on school board members? Is not the school board regarded as the highest local authority in education? Parents as a rule have no scruples about smoking in their homes; yet the Lethbridge Board would deny the right to use tobacco to teachers who require no legislation to restrain them from smoking in their classrooms. Has the Board in question made any investigation of the number of higher educational officials and administrators in this province who refrain, on principle, from the use of tobacco and alcohol? It would be an illuminating study. It is admittedly of great importance that children and youth be dissuaded from the use of tobacco and alcohol. But the dissuasion must be based on the merits of the case, and not on bureaucratic intolerance and class persecution. As long as tobacco and alcohol continue to be important and legitimate articles of commerce; as long as doctors, lawyers, administrators, statesmen, preachers, parents, and school board members are expected to indulge in them quite openly and to their heart's content—to assume that in these circumstances adolescent children will be deterred by an abstention on the part of teachers known to be enforced by legislative enactment is sheer folly.

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GRAMMAR III

Noun Classification and Case
Wm. Cameron, M.A.

As far as grammar is concerned a sentence may be looked upon as the unit of language structure. This unit can be divided into parts. The smallest of these parts, a word, while a symbol for a definite thought content can tell nothing by itself, unless the thought has been experienced by separate individuals who have agreed to denote the thought by a particular significant. Infinite expansion of this procedure gives rise to a multiplicity of words, the building materials of language.

Now, on the other hand, the words of language are already in existence. The task of the present generation lies in a reversal of the process, taking a thought symbol and finding out its exact signification. Without knowledge of the correct procedure followed in this practical analysis and as a result, without a definite and understood terminology of names, no grammar rules and definitions, however excellent, will bring about a clear expression of thought. Such analysis requires an acquaintance with at least the fundamentals of psychology, and this is just the very point on which all education breaks down. It shows pupils how to solve quantitative problems but has nothing to say about the qualitative. Hence the reason why leaders of culture cannot even agree among themselves on a common definition of such an intimate term as Education.

Schools are too busily engaged in teaching foreign languages, dead and living, to pupils, 99 per cent of whom promptly forget all about them, to have time to undertake a serious study of English language in its modern structural development. As a result the best works on this subject emanate from foreign sources, of itself a damaging criticism of the teaching of English even in Canadian schools. When will it become apparent that reading of classic Literature and extensive memorization of choice selections, provide little of value in training along lines of modern thought expression? Such meagre results in mental progress have followed previous efforts of this nature that educational institutions, now bankrupt in originality, concentrate more and more upon organized play, as a means of withdrawing public attention from their spiritual inefficiencies.

"Nowhere" says a student, "on any continent is there so much intellectual stagnation as at Toronto University". Which would not disturb us much if this stagnation with its complementary decay were confined to the East. But when one finds apostles of ancient academic wisdom occupying positions which enable them to spread this malignant mental plague all over the Dominion, the time is ripe for taking preventive measures. Kipling's "For East is East and West is West, and never the twain shall meet" is a now dialectically exploded fallacy; for they do meet and unashamedly conspire against the welfare of a naturally changing youthful intelligence. Prairie towns are permeated with "Village Pump" psychology. Their citizens go feet first along the path of progress, leaving their minds, educationally unprepared to meet modern situations, amid the slavish institutions of feudal times.

Just as a tree while distinct from the earth, has its roots therein, so grammar, although differing from psychology, has its basis in the thought process. The words of grammar are also names of concepts.

A sentence too is a thought significant, the only difference being that in a sentence, a unit word, for our purpose the genus is verbally classified into a definite species which can only be indicated by relating words in such a manner as will serve to clearly convey the desired idea. In older languages

this relationship was indicated by gender, person, case and by what is termed agreement of closely connected words. Word order was then comparatively unknown. In progressive languages like English, however, the older modes of indicating this connection between words, have been gradually discarded and replaced by a system whereby relationships are shown, not by a clumsy and intricate agreement but by a simple and orderly arrangement of words. Grammar still clings to old forms, although when gender, number and case in Adjectives were laid aside, there remained no logical reason why these same terms should be retained for names alone. With the omission of personal endings in verbs, person in nouns as a means of establishing relationship also became superfluous.

German philologists were wont to declare that the most developed language was the most highly inflected language and that any tongue, losing these word modifications, was already in a state of rapid decay along with, of course, the people speaking it. English grammarians are still dominated in this respect by German thought notwithstanding their own language has progressed so far beyond neighboring tongues that its nearest followers are almost semibarbarous in comparison.

The claim that the study of the grammar of a highly inflected language like Latin provides a splendid mental training is preposterous. It only means that the mind is best trained by working with obsolete and cumbersome modes, instead of observing and following new, modern and up-to-date methods allowing fluency of operation with simplicity and clarity of thought communication. The best mental training consists in using modern instruments in a modern way.

If English grammarians instead of slavishly imitating while misapprehending and misinterpreting Greek and Latin syntax, simply stated facts, they would tell us that the active tendency of language has always been towards simplification of the means of thought transference and that the majority of forms found useful in the past have now become obsolete. Gender is one of these. In Latin, gender was a classification of words according to certain word endings, in English the word is considered an object and given sex, which of course demonstrates a complete misunderstanding of Latin terminology. But there is another classification of names equally chaotic.

Nouns, that is, words are classified as proper and common, abstract and concrete, dividual, i.e. collective and individual. Here it is not very clear whether there are three separate classifications or only one. But it does not matter. Classification of names is a good thing as long as its practice is methodical and its purpose evident. Not so here. In the case of a word, a common name may be abstract or concrete, dividual or individual. The divisions overlap in all directions. Common and proper distinguish between names and make a good grammatical classification. Grammar deals with words. When we say that "Thomas" is a proper name and "radium" a common name, we do not mean that Thomas is a proper person nor radium a common thing. If grammar had stopped here in its divisions all would have been well.

Abstract and concrete, however, are attributes of ideas and not of names. Goodness as a name is common, as a thought abstract and even then the idea is only abstract when considered as a unit, treated as a part of a higher generalization it is concrete. Abstract and concrete are only relative. Abstract name has no meaning unless it is taken as signifying that the thought it denotes is a concept. Abstract and concrete belong to the realm of the metaphysical and lie altogether outside the sphere of grammar.

Individual and collective on the other hand denotes a dis-

tion not of names, nor of ideas but of things. This is a physical division with which grammar is not concerned.

Here then is a tri-partate division of names based on lack of discrimination, given as a unitary grammatical classification. Its heterogeneity rests upon inability to distinguish between things, thoughts and names. Grammar deals only with words not with their significations but grammarians in their subservency to tradition have misjudged the limitations of its field of operation. So befuddled and meaningless are their definitions, so chaotic and indeterminate their classifications that grammar instead of being a helpful study mentally, has actually become an encouragement to poor thought methods resulting in general intellectual laziness. Are other school studies of a similar nature? When so much is professed, so little understood about grammar and its work how much can we assume is consciously known about other curricula subjects?

Case inflection is only of use in a language which observes no recognized word order but yet must have a method of distinguishing the unit sentence-concept from its classifying words. Different cases express varying relationship of words either to the main concept name or to other temporarily subordinate sentence-words. The English language has replaced case inflection in relating one word to another, by position and by means of small flexible words usually termed connectives, with a very vague signification in themselves but assuming a definite content when used along with significant words. As a consequence case endings have become unnecessary in a tongue wherein a recognized word order is consistently practised and where relationship is indicated in less redundant ways. Still, according to grammar, words have three cases, Nominative, Possessive, and Objective, and great is the concern lest these cases disappear. Grammar must do its best to bolster up and perpetuate case. Latin syntax makes it appear that without necessary inflections no sentence coherence is possible. Yet notwithstanding persistent efforts few traces of cases remain. The name has no case inflection, the nominative and objective forms being the same while the possessive is now looked upon as a temporary adjectival or subordinate form of the name. A few pronouns nominally retain inflections but progress in expression rapidly hastens their decay. Development has eliminated the varying forms of the second personal pronoun and the same process gives rise to opposition between I and me, who and whom. Increasing use of forbidden forms tell how the battle is progressing. Use brushes aside conventions and establishes new forms for its own purpose. It appears, too, use has the support of antiquity.

Historically the peoples of Europe have always possessed two pronoun forms to denote the person speaking. These forms existed long before cases. In English they appeared as I and me. Both forms are found compounded with other words. "Me" as a subject is found in Latin in the final letter of "amabam" and in "sum", a contraction for "es me".

The subject I in the final letter of "amavi". English shews the subject me in "am" also as a prefix in methinks. There is no need multiplying examples. It seems incorrect therefore to say I and me are different cases. Rather are they different forms of the same word. Of the two, me is the more emphatic. "It is me" carries greater force than "It is I." To say that one form is wrong and the other is correct is nonsense. Only pedants argue that way.

If it be said that custom made the "me" form objective and the "I" form nominative it may with equal truth be retorted that modern use has again done away with the artificial distinction.

"Who" and "whom" also refuse to be bound by grammatical rules. Indeed so exasperated have grammarians become by the non-conformity of this rebel pronoun, they have recommended to stylists the permanent boycotting of a very useful word. It makes no difference which form is used. Quotation authority is about equally divided on the question. So why bother more about it? Leave it for examinations.

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TO THE ANCIENTS

I sing a song of simpler days;
Of gentler, happier wiser ways;
In unmediated praise
I laud the lost Lysander.
Love was once a nobler aim—
'Twas not, as now, a social game,
But Thais thought it far from tame
When loved by Alexander.

The present swain a trumpet blows:
He little cares and nothing knows
Of lyric strains that sweetly rose
To greet Calliope.
The modern youth a banjo picks;
Says that with love in Hell he'd mix
But Orpheus crossed the gloomy Styx
To seek Eurydice.

And so a Greek I'd like to be
On shimmering shores of sunlit sea,
My soul attuned in harmony
With the days of old Lysander.
No worry, fuss, or bother there
I'd lead a life so free from care,
And woo a classic maiden fair,
Beside the slow Meander.

—J. W. Chalmers, B.A.

"CANADA DRY" ...

THE CHAMPAGNE OF GINGER ALES

FOR EVERY OCCASION

SELF ASSERTION

Chas. F. Reilly, B.Sc., M.A.

Well distributed questions help immensely to arouse interest in a lesson, and a good way to make sure of reaching every one in the class is to draw the name of each pupil from a hat or box. I stumbled on the scheme accidentally and find that it works charmingly.

There are thirty-two names on my roll, so I have thirty-two little slips of paper, each bearing a name. These I keep in two pasteboard boxes handily placed in the top drawer of my desk. I ask a question, select a slip from the box, call out the name, and put the slip back into the other box.

It takes only a second or two, and gives everybody a chance to prepare an answer. Furthermore it keeps the children all on their toes, and eliminates the disturbing practice of hand-raising and finger-snapping. It also introduces an element of chance which appeals somehow to the most indifferent of mortals. There's a thrilling moment of suspense while I fumble with the papers.

The other day a little boy spoke up and said, "I don't think my name is in that box."

"What makes you think so?" I replied.

"Well," said he, "my name never seems to be called."

I assured him I would check up on it. A few moments later, to his own consternation, and my elation, his name appeared. It was proof positive that every one in the class was having a chance, sooner or later, to show off.

And they like to show off. It's the instinct of self-assertion functioning properly, I suppose.

The scheme works admirably also for oral reading. To go around the room in rotation is fatal. The front row, or whatever row you start with, promptly lose the place, or lose interest, the moment you finish with them. With this scheme, by doubling back to the other box once in a while, you can force the rascals to keep their weather eye out for squalls. Personally I keep the regulation strap in close proximity to the boxes.

To check up on home work, or any exercise assigned in class, all I have to do is to say "Bring me your work", and then reach for a name. For the delinquents, the suspense then is horrible. If perchance the lot falls on a good worker, I take the opportunity to praise him or her to the skies. And, vice versa, if the lot falls on a delinquent, I seize the chance to admonish him or her in no uncertain tone. The plan works. I have few delinquents. They all like to be patted on the back and asked a question now and then. It's the God-given instinct of self-assertion functioning properly.

On Saturday last a ratepayers' meeting was held to protest against the discharge of Mr. Fisher of Rye School. Circumstances over which we had no control kept us at home but from the account of participators it must have been well worth attending. Party feeling ran high—sometimes as many as five agitated speakers were on their feet at once; and every pearl of wisdom dropped by each Scottish Laird was loudly cheered by his clansmen. A fellow countryman insulted the Chairman who promptly knocked him over the stove, and was sued for assault by the victim. Everybody talked a lot and said nothing. No definite conclusion was reached. The meeting was thoroughly enjoyed by all.

We understood that Mr. Fisher, who has always been looked upon as a most efficient and conscientious teacher, is taking Legal proceedings against the school board for unlawful dismissal.

—St. Paul Journal

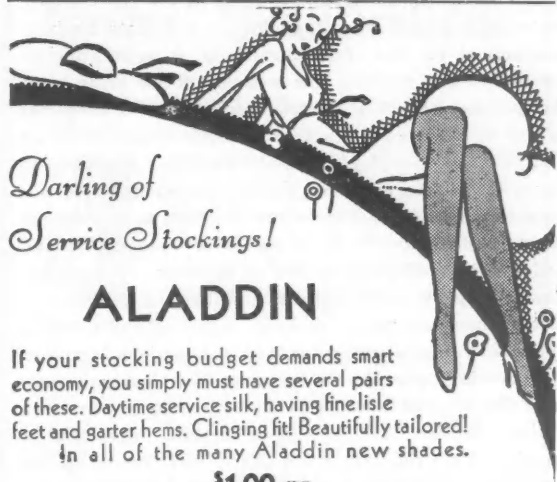
Local News**COLEMAN**

The members of the Coleman Local met on the evening of May 11th at the home of Mrs. Clifford for a short business meeting. Mr. Cousins continued his series of "First Aid" talks, this time on different forms of insensibility. Miss Jones gave an interesting review of Current Events for the previous month. Later the members went in a party to the theatre, and returned afterwards to Mrs. Clifford's home for refreshments and a social evening.

The last meeting of the year of the Coleman Local was held on the evening of May 30th in Central School, with President Bessie L. Dunlop in the Chair. As this was the final meeting a special program of entertainment was provided. Business came first, and then Mr. Cousins last talk on "First Aid"—different types of poisoning and their treatment. This was very interesting to everyone, and provoked many comments and questions. Miss Jones gave the last of a series of talks on Current Events in her usual capable manner. Expressions of appreciation were given to both Miss Jones and Mr. Cousins for their kind and useful work during the year.

Then came a short play, those taking part being: Miss B. L. Dunlop, Miss Hote and Miss Powell. Miss Dunlop and Miss Hote produced great merriment by appearing in the garb and character of men. A prize was offered for the best name for the play. Then a jig-saw puzzle contest was held, and prizes were given. Miss Haysom won the prize for naming the play and Miss Haysom and Mr. Spillers for the puzzle contest.

To finish off the evening the members met in the Elite Cafe for ice cream. This meeting was a source of enjoyment for everyone, and all members agreed that the year had been a great success in every way.



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Published on the First of Each Month.



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The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton

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No. 11

Editorial

CAT AND MOUSE

Case after case has recently been brought to our notice where school boards are taking contemptible advantage not only of the members of their own staff but of that army of unemployed teachers seeking positions. The "open season" is bad enough in itself but the *abuse* of the right to give notice without any other formality, to terminate teachers' contracts at the end of the June term, is aggravating an already vicious system. The newspapers are being made the unconscious pawns of certain school boards altogether callous with respect to teachers' sensibilities and not at all loth to make unemployed teachers who have few cents to spare, the victims of a contemptible deception. Here is a typical example of what we mean—A school board meets in secret, resolves to give their teacher or teachers 30 days' notice to take effect at the end of the term. It is understood amongst themselves that they will re-engage their present teachers—on "beat 'em down" terms—giving them the opportunity of re-applying for their positions for next year. They decide to advertise the "vacancies" and hundreds apply from that army of unemployed. There is a degree of method in their madness. The unemployed teachers, rather than go on relief, make ridiculously low offers. These figures quoted are then used to apply pressure to "beat down" the offers of their own staff. This, in effect, means that the unemployed teachers are utilized to "cut the throats" of their brethren. Scores of the poor unemployed go to the length of spending their last cent, even to borrowing money, to make personal application for the job when, all the time, the position is "on ice" for somebody else. Others unable to scrape up funds to make a personal application, trustingly and hopefully do things on a more modest scale—pains- tak-

ingly write on good stationery, complete letters of application together with copies of testimonials and letters of recommendation. Does it not occur to school boards of this type that it is flattering to describe their procedure as unfair and unwarranted? Does it occur to them that it is just as cruel as to offer food to a starving animal and snatch it away before the morsel can be seized? Make no mistake about it, the treatment teachers are receiving at the present time is creating a feeling of bitterness and cynicism amongst them which it will be difficult to eradicate. Maybe there are those who labor under the delusion that it is best for the taxpayers and best for the future citizens of this fair land, that those whose responsibility it is to instill a fine idealism and good citizenship in the minds and hearts of children during the most impressionable period of the latter's existence, should labor under a sense of helplessness against oppression. There is here no "sweet peace that goodness bosoms ever": in its place there is developing a sullen but none the less fixed determination to wait and pray for the time when the other cheek will not *have* to be turned. There is a spirit of cynicism growing amongst teachers, as real as it is to be lamented, consequent upon their shattered idealism. Let us hope and pray that the situation may be remedied before the damage is irreparable.

TERMINATION-UP-TO-DATE

From communications received from teachers it is evident that many do not fully apprehend the significance of the amendment to Section 157 of *The School Act*, passed during the 1933 session of the Legislature, relating to termination of contract between teacher and school board, namely:

"No notice to terminate a contract which *takes effect* in any month except July shall be given by a board without the approval of an inspector previously obtained.

No notice to terminate a contract which *takes effect* in any month except the months of July and August shall be given by a teacher without the approval of an inspector previously obtained."

Many teachers are interpreting: "No notice which *takes effect*" as equivalent to or identical with: "No notice shall be given".

This is a wrong construction entirely. There is this great difference: *takes effect* as applied here, signifies the date when the notice period ends; whereas, the date of *giving of notice* signifies the date when the notice period commences.

The new amendment simply gives the Board the right to give the teacher *more than 30 days' notice*; provided the

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notice is given before July 1st; if, however, the board intends giving exactly 30 days' notice then the notice must be delivered to the teacher not later than June 30th—unless they have previously received the approval of the inspector to give notice. It makes perfectly valid as notice, a letter sent to the teacher that his services are no longer required *after the end of the June term*; provided such notice is delivered not later than June 30, unless the school be operating during the month of July.

The same is true with regard to the teacher giving notice. He can similarly notify the board any time during June or July—or before if he desires to give more than 30 days' notice—that he will not be returning to the school after the holidays; provided such *written* notification is sent to take effect not later than August 31st.

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Nero tortured Christians when he played the fiddle.

"And the kid turns on the spit" means that the children were spitting all over the floor, and slid through it, and turned back again.

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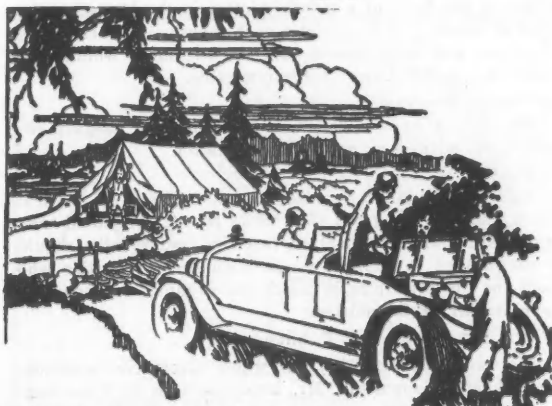
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MINUTES PROVINCIAL EXECUTIVE MEETING ALBERTA TEACHERS' ALLIANCE, INC.

Easter, 1933

The meeting convened in the A.T.A. Offices, at 9:30 a.m. on Monday, April 17th. President Brock was in the Chair. All members were present with the exception of Mr. Appleby. Several members of the incoming Executive were also present during the session.

Minutes

The minutes of the previous meeting were duly adopted.

Letter of Premier to President

Moved by Shortliffe: That the communication from the Premier to the President be laid on the table until Mr. Hicks has given his report. Carried.

Finance Committee

The report of the Finance Committee was then read and received.

Membership Fees

The recommendation of the Committee that there be no reduction in the membership fees of the A.T.A. was duly concurred in.

Publicity—Withdrawal from Trust Fund

Moved by Hicks: That the Executive recommend that the fund be not used for any other purposes than those provided for in the Regulations. Carried.

The report of the Finance Committee was duly adopted.

Arrangements for A.G.M.

The balance of the session was devoted to arrangements for the Annual General Meeting.

* * *

The first session of the newly elected Executive was held in the A.T.A. Offices at 8 p.m. Thursday, April 20th, 1933. President Clayton was in the Chair and the following persons were present: Misses Gordon and Reid; Messrs. Kostash, Harman, Brock, Hicks, Shortliffe, Thorlakson and the General Secretary. Mr. Panabaker was unable to attend due to illness in his home. Miss Robinson was present during part of the session. Mr. Gish was also absent. (Messrs. Hicks and Shortliffe and Miss Robinson were present by request as outgoing members of the Executive).

Re Conference on Contracts

This matter was discussed at some length. It was agreed that the committee be named in the order of preference and that the General Secretary would act upon this committee at all times without question. It was therefore duly agreed that the committee be: Clayton, Thorlakson, Barnett, Kostash, Shortliffe with the following alternatives—Brock for Thorlakson, Miss Gordon for Kostash, Mr. Harman for Shortliffe. It was thoroughly understood that any interchange would be made only when the member elected could not attend: that the President had power to add to the committee at any time.

The former policy was reiterated should the Government make appointments in behalf of the A.T.A.—non co-operation.

It was duly agreed that Mr. Van Allen would be requested to accompany the delegation or be called in for consultation by this committee if deemed advisable. (That is: the committee were authorized to incur such expense at their discretion).

Re Board of Reference Matters

The difficulty in regard to Mr. Waite, the former A.T.A. Representative on the Board of Reference was discussed at some length. It was finally moved, seconded and carried that Mr. Clayton constitute a committee of one to take

up the matter with Mr. Waite as soon as possible and see if some satisfactory settlement could be arrived at.

Re C.T.F.

Re Capitation Fee

Moved by Harman: That we advise the C.T.F. that we are prepared to pay 60% of the capitation fee, if necessary. Carried.

Re Convention

Moved by Miss Reid: That in the event of a conference being held we are prepared to send two delegates (recommendation being two from each province). Carried.

Moved by Kostash: That the C.T.F. delegates be the General Secretary and the President, with the Past President as an alternative. Carried.

Moved by Kostash: That we recommend that the conference be held in Montreal. Carried.

It was further understood that it would be recommended that an agenda be prepared which would be more valuable than usual: also that the A.T.A. could if absolutely required to do so, pay full capitation fee, but in view of the condition in other provinces, the 60%, with two delegates from each, would be stressed.

Honorarium to Past President

Moved by Barnett: That an honorarium of One Hundred Dollars be tendered to the out-going President as a token of appreciation of his services rendered during the past year. Carried.

* * *

The Executive again assembled in the A.T.A. Offices, at 9:30 a.m. on Friday, April 21st, 1933. President Clayton was in the Chair and the following members were present: Misses Reid and Gordon, Messrs. Gish, Harman, Brock, Thorlakson, Kostash and the General Secretary.

It was duly agreed that no seconder would be required to resolutions.

Publicity

Considerable discussion took place on the matter of publicity. It was duly agreed that a reasonable amount of expenditure be authorized for this purpose, the amounts expended to be set by co-operation between the Finance and Publicity Committees when the Executive as a whole was not in session.

The matter of keeping Locals and members in touch with Alliance affairs was also dealt with at some length.

Moved by Harman: That each District Representative outline in the form of a monthly letter in the Magazine the items of interest to his district each month. Carried.

It was also duly agreed that the President would contribute a monthly letter to the magazine.

Re Calgary Situation

Mr. Van Allen was called in to discuss the Calgary situation, but advised no action in the matter.

Re Political Action

Some discussion took place on the matter of political action and it was agreed that while the A.T.A. could take no official action in the matter, teachers, individually, should be encouraged to support those candidates or parties who stood for the principles in which the organization believed.

Appointment of Committees

Publicity

Moved by Brock: That the whole Executive constitute the Publicity Committee, Mr. Thorlakson to be Chairman. Carried.

It was duly agreed that the Executive members would form a local Publicity Committee in each district from outside the Executive, and that the facilities of Head Office would be available if required.

Finance

Moved by Kostash: That the Finance Committee be composed of the Edmonton members of the Executive.

Carried.

It was understood that, as usual, the Geographic Representative for Edmonton would be Chairman.

Law

Moved by Miss Gordon: That the Executive as a whole constitute the Law Committee.

Carried.

It was also understood that the rotation of law files be left to the General Secretary-Treasurer.

Current Events

Moved by Harman: That the matter of selection of the third member of this committee be left to the Calgary members of the Executive, and that Mr. Ferguson and Miss Coutts be requested to carry on.

Carried.

Research Editor

It was duly agreed that Dr. Lazerte be requested to take charge of the Editorial of the Educational Research Column in the Magazine.

Curriculum

It was duly agreed that the matter of appointment of the Curriculum Committee be left to the July meeting.

Examinations and Examinations Board

It was also agreed that appointment of the Examinations Committee and the representative or representatives on the University Matriculation and High Schools Examinations Board be left to the July meeting.

Report of Magazine Committee

It was duly agreed that the Report of the Magazine Committee be left over until the Editor had had an opportunity to go more thoroughly into the whole matter and report to the July meeting of the Executive.

Re Editorials in the Magazine

It was duly agreed that contentious editorials be submitted to available members of the Executive.

Re Easter Convention

It was duly agreed that the matter of the Easter Convention be left for discussion at the July meeting, when all matters pertaining to the recent amalgamation could be also dealt with.

Presentation of A.G.M. Resolutions

It was agreed to leave the matter of presentation of Resolutions to the Government to the December Executive Meeting so that they could be presented just prior to the opening of the Legislature.

The meeting then Adjourned.

KINDERGARTEN ENROLMENT INCREASING IN UNITED STATES

AMERICA'S traditionally-accepted school age of six years is gradually becoming a thing of the past, an Office of Education bulletin, *Kindergarten-Primary Education*, reveals.

More children go to school today before they are six years old than ever before, and, in spite of decreased birth rates, statistics show approximately as many children in kindergartens as in third grade.

An increase of more than 50 per cent has been noted in kindergarten enrolment throughout the United States during the past ten years, showing the growing acceptance of the desirability of pre-first grade training for children before they reach their sixth birthday, the bulletin prepared by Mary Dabney Davis, nursery-kindergarten-primary education specialist of the Office of Education, discloses.

Kindergartens are now regarded as an integral part of the United States' school systems, the study shows. They are an accepted part of eight out of ten school systems in cities of 30,000 or more population, and in five out of ten cities and towns having populations of 2,500 or more.

The average kindergarten child is five and a half years old the latter half of the school year. He is one of a class of fifty-two, taught by one person, and is in school three hours a day. His mental age slightly exceeds his chronological age.

The average first-grade pupil is six and a half years old the latter half of the school year, and is in school from four to six hours daily. There are forty in the first-grade class, on the average, taught by one person.

There is a great deal of overlapping in potential ability of children enrolled in kindergartens and first grades, Dr. Davis shows in her study, which is a challenge to those in charge of curriculum planning for these two grades.

Size of cities, budgets, transportation facilities, and various other factors affect the establishment of kindergartens, the study reports graphically and statistically.

More than 2,000 children from two to five years old were in attendance at pre-kindergarten schools when the survey was made. These schools furnish early training and excellent opportunity for observation of behavior and adjustment of boys and girls before they reach kindergarten or primary-school age.

Nearly three and a quarter million children between five and nine years old enrolled in kindergarten-primary schools are represented in the Office of Education study.

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IN THE GOOD OLD DAYS

The following extract is from "The Justice of the Peace and Parish Officer" printed in London, England, during the reign of George II but may interest readers of "The A.T.A. Magazine" of 1933.

"None shall teach school unless allowed by the bishop, and curates desirous to teach shall be licensed before others, except where there is a public school founded.

Where a school master, in correcting his scholar happens to occasion his death; if in such correction he is so barbarous as to exceed all bounds of moderation he is at least guilty of manslaughter; and if he make use of an instrument improper for correction, and apparently endangering the scholars life as an iron bar, a sword or kick him to the ground and then stamp on his belly and kill him he is guilty of murder.

It has been proved that most of the criminals in our jails are uneducated and I would like to say for every shilling we save on education we will spend two on the police rate."

—submitted by "Yeeles"

The fact that the province presently has a surplus of teachers is no excuse for a reduction of the present statutory minimum salary almost to the starvation point. Rather, it would seem to be an excellent reason for tightening up the process of producing teachers.

As a case in point, last week, *The Observer* saw a letter written by a student now attending the Edmonton Normal School. A dreadful letter, poorly composed, containing a lot of vaguely expressed ideas and a number of impressive words, not quite in keeping with the alleged subject matter.

Yet the writer of this letter will be "graduated" (Heaven bless us!), from the Normal School by this time and go out to teach somewhere. The student may be a wizard in some subjects, for all we know, but any student so poorly equipped to handle the English language would be, in our opinion, entirely incapable of teaching anybody anything. The present system is too easy-going and turns out too many teachers only fit to perpetuate ignorance.

Let us cut down the supply of teachers in the only sensible way, by insisting upon quality rather than quantity. This process should commence in the high schools and be accentuated by the normal schools. Standards must be made more rigid and it is up to the Department of Education to make them so and adhere to them rigidly.

—Vegreville Observer.

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The World Outside

Current Events' Committee

J. D. FERGUSON, M.A., Director

MISS R. J. COUTTS

The Nations' Economic Meet

Winging his solo flight around the world, Mattern, one might say, symbolizes in his circling tour the psychological bond of tolerance and good-will which it is the function of the League of Nations not only to discover, but create. This high purpose is the anchor to which our hopes are moored.

Conference after conference is called. To get together to consider and to bring about the mutual good of the nations whom the convening delegates represent is the objective. While Mattern wings his way over Siberian plains, from every continent and clime, by land and water and air, political leaders, their staffs of advisers, secretaries, etc., gather to the London Economic Conference, by research and study and talk to discover the passage through the depression. Hope lies, some think, by lowered tariffs and removal of trade barriers. Others say, at present, tariffs can't be touched. Stabilization of exchange, reduction of gold coverage on currency is one problem to be wrestled with, and the use of silver as an enlarged currency basis. A re-defining of most favoured nation treatment must be considered. Until this is done, says Sir Arthur Salter, lowering of tariffs is impracticable.

From the International Labour Office comes the urge for a policy of shorter hours and higher wages. This point of view emphasizes the necessity for a larger distributoin among the great masses of working people of power of purchase. This, it is claimed, should bear a much nearer approach to the goods and services produced. Only so can the clogging of the machines with surplus goods be prevented. In the interest of the primary producer a higher level of prices and some control of production must be sought.

The policy of national and international financing of public works is also urged. This proposal issued from the Labour Office in 1931—as a spur to employment and circulation of currency, highways should be built, erection of public buildings, development of water power, slum clearance should be undertaken.

Before this appears in print on June 12th in the early hours of the morning radio listeners will have the privilege of hearing the Conference opened by the King and about 9:30 a.m. an address from the famous economist, J. M. Keynes.

* * *

The Pacific Science Conference

Victoria, B.C., is honoured as being the meeting place of the Fifth Pacific Science Congress, which opened in the B.C. Capitol on June 1st with delegates numbering 200 and hailing from 30 countries. This Congress shows progress made in the direction of a unified world. The Pacific problems, formerly regarded from the narrow local view are now envisioned in their true complexity, embracing the economic, scientific and social well-being of the entire Pacific area. As research in physical science has resulted in wealth unimagined in any earlier period, so will research in social science bring about an adjustment in our political-economic structure in such a way as to make use of inventions and discoveries of science for the common good.

This adjustment, Dr. Tory, President of the Congress, thought would be brought about by directing and controlling scientific effort to find beneficial, not destructive uses through the channel of international co-operation. Through the co-operation of statesmen and scientists a new world would emerge far surpassing in social well-being and intel-

lectual achievement anything mankind has yet known. And it would seem that the co-operation of peoples in the countries facing the Pacific on a comprehensive scale would mean a spiritual as well as an intellectual achievement, which has been the dream of the ages.

The main concern of this Congress in which all the countries bordering the Pacific are represented is to work out a technique of co-operation in the various fields of science and in the problems confronting Pacific lands; and to find how to apply scientific discoveries to the commercial and economic problems of the Pacific nations.

* * *

International Co-operation in Control of Narcotics

A planned economy for narcotics may before long be in operation. This marks a forward step in world co-operation in a very important field, affecting the health and the moral stamina of millions. The League Convention of 1931 for the limitation of the manufacture of narcotic drugs has recently been ratified by over thirty nations. This convention places the production and trade in narcotics under control of the League of Nations on the basis of the amount necessary for medical and scientific purposes.

Among these are the five engaged in production, namely Germany, France, Great Britain, Switzerland, and Turkey. Among others may be mentioned U.S.A., Bulgaria, Egypt, India and Persia, while Holland, Denmark and Norway promise soon to follow suite and Japan, too, is likely to enter the co-operative circle. On July 9th the Convention becomes operative.

* * *

Sir James Barrie, in his capacity as President of the Society of Authors writes to Dr. Leopold, German Ambassador, reminding those "responsible for the proscription of many German authors, that the intellectual life of their country must suffer greatly unless it is secured against the malice of political and racial prejudices and allowed a reasonable freedom of speech and thought".

* * *

From the pen of Gilbert Murray has recently come a book entitled "Aristophanes". A reviewer, writing in *The New Statesman and Nation* says: "The Author, expressing in his preface the wish that Aristophanes might rise from the dead, states 'Could he fight against our European war fever and nationalism as he fought against those of his own country, facing unpopularity, facing death if need be, yet always ready with his gallant laughter and never collapsing into spitefulness or mere self-pity. He might do it, if only the

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Fascists and Nazis would refrain from killing him, and the British authorities from forbidding him to land in England. The world badly needs a man of genius who could make whole nations listen to him and who would, at the same time, fight for the great causes that seem now so nearly lost, for generosity and kindness between nations and classes, for poetry and high culture, and even for something which the ancients called piety in individual life.'

Gilbert Murray himself performs in no small measure the functions he here defines. As Chairman of the League's Committee on Intellectual Co-operation, his spirit exercises the healing qualities and his courage faces without flinching the difficult situations that arise."

Since his accession to public office of President, Franklin D. Roosevelt has shown initiative and prompt courage in setting out on untrod paths. In national and international fields his voice has given a lead. The exposure of the practices of dominant U.S.A. banks has shown the tenderness with which the law handles the rich. A revision of ethical standards is overdue. Where corruption in public life is ignored as a common-place, something is sadly amiss. Exposure is a first preliminary to revision.

Educational Activity in Mexico

Since 1925 the Mexican Republic has been struggling heroically to grapple with the problem of education for their vast native Indian population, whom the Diaz regime of former days entirely ignored. Thousands of rural schools have been organized during recent years. But to discover the best way to reach those people, living on the land in the most primitive conditions is still a matter of experiment.

The training of young Indians to act as leaders among these primitive folk is an essential part of the scheme which is at present in hand by the Ministry of Education. The Ministry has established 10 centimes of education in Indian communities. Three Indian youths, equipped by preparatory training are in charge of each centime. Speaking their language and understanding their own people with whom they have a common background, their purpose is to direct their manner of life into civilized ways. Parcels of land furnished with materials for building, seed, etc., are chosen to form the nucleus of a model farm. Working the land under the direction of their youthful leaders, caring for flocks and herds form the fundamentals of their educational course, and with these is woven the rudiments of literary work.

Another enterprise of the Mexican administration is of interest at this time. President Radriguez this year, is setting aside 220,000 pesos for the construction of 100 model homes for workmen, but be it noted, the Mexican Government has, of recent date, curtailed expenditure on

military preparedness, diverting the same into channels for educational purposes.

These 100 homes, it is intended, shall form a model community. They are furnished, supplied with water, electricity and garden space. The plan includes a community playground with swimming pool. Thus is provided an environment for the children of high educational value. The workmen are expected to pay for these homes at a monthly installment of 30 pesos.

Mussolini's Rebuke

"We are told that the government representative appointed by Mussolini to meet the special Nazi Ambassador, Herr Goering, on the latter's recent visit to Rome, was a Jew."

In U.S.A. Dr. Milican, renowned physicist and Nobel Prize winner says that research discoveries revolutionizing human affairs will force the nations of the world to realize within the next generation that war is no longer profitable. The public are marching at rapid speed to the opinion that both victors and vanquished are beaten by war. Would that armament makers would consult research bureaus to find some industrial activity in which to engage with less precarious foundation than that of war.

"Life is a unity. Its countless members are links in a never-ending chain. It is unfortunately still the fashion amongst men of science, whose knowledge of biology is largely confined to an exact study of the bones and habits of the higher mammals, to regard life as a perpetual battle wherein every combatant fights for himself alone. And they still endeavor to point out the applications of such biological 'laws' to the conduct of the affairs of man and to indicate the 'necessity' of warfare and even of pestilence. Modern biology gives no countenance to such views. Man is a single species, but he represents a community which may fittingly be compared to the whole of nature, and certainly cannot be compared to any one species in nature. Man has reached his present state owing to his powers of adaptation and co-operation, which have enabled him to build up communities largely independent of the rest of nature. This is how he has conquered in the struggle for existence. There is no quicker and more certain way in which he may destroy himself and lay in ruins all that he has achieved than by a repetition of such a so-called 'struggle for existence' as the great war."

C.M.Y.—in the *New Statesman*

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THEY SAY

Taking up the cudgels on behalf of the married women teachers, Mr. White of Mundare comes strongly to their defence. Those who took careful note of what the Observer said heretofore will remember that we were diplomatic enough not to take any particular stand on this subject, but dealt solely with some fact connected therewith.

Mr. White appears to doubt that there is any "well-defined" opinion on the matter. Well; it has come up before various U.F.A. meetings; also (if memory serves us right) before some trustees' conventions; also has been discussed by the teachers themselves and by inspectors and others.

We take no particular exception to Mr. White's remarks; to the contrary, we agree outright with some of them and give a qualified assent to others. like this. Every teacher, married or not, male or female, who leaves the profession for a term of say five years, should have his or her certificate suspended by the department and should not be reinstated as a teacher until he or she has taken a further course of training, either at Normal or at the Summer School. That proposition seems fair enough for it is evident that a teacher who is out of the profession for five years would lose touch with it.

While the grammatical and other errors which appear only too often in applications which come before school boards for positions are interesting, they have no bearing on the subject matter which led Mr. White to take up his pen, or dictate his letter. He is a good enough lawyer to know that perfectly well. In the course of twenty-five years as a school trustee, the writer has had occasion to read some thousands of applications of this kind. Mr. White's experience is not unique. We assure him that we have read some applications which caused us grave doubts as to whether our boasted educational system was not a farce. But there were plenty of other applications, irreproachable in form, which acted as a sort of balm in Gilead.

Not all these terrible applications came from young and inexperienced teachers; some of them were from those having years of experience; and some from married women, too.

"Excellent teachers equipped to deliver the goods form almost 100 per cent. of the question for school boards' consideration in engaging teachers," says Mr. White.

Almost, Mr. White, but not quite. We only wish your statement was anywhere near 100 per cent. correct. It is surprising how many teachers

have been appointed by the way of "pull," irrespective of their qualifications. The schools round this district, round Mundare, and all through the whole province of Alberta are full of such teachers. (Mr. White's letter follows.)

Dear Sir:

With interest we read your editorial of the 26th instant issue and in particular the remark concerning married women teaching. There may be the well defined public opinion you recite, but if such there be it could hardly be said that same is also well informed. A highly successful woman teacher couldn't by the greatest stretch of the imagination become disqualified from teaching by marrying. It is indeed unfair to look upon her as having elected to become only a housewife, mother of a large family, chief cook and bottle-washer for some man, who generally isn't a particle more intelligent than his new bride. It is unfair to assume that because a successful teacher, nurse, stenographer, doctor or music teacher or any other similar woman, marries she must step out of her chosen calling and hand over her position to someone (if a female) who has up to that moment failed to, or of her own volition, cared not to join the order of the benedicts; or to some man who has or has not married.

Those women who sincerely take teaching as their chosen profession, and who are not using it as a stepping-stone to something else, and who really become successful teachers (the others seldom do), must not be branded as undesirables in the teaching field, because they marry. Those are the only teachers we should pay heed to:—Those who are sincere, successful; and who have chosen teaching as a life work. Whether they are married or single, man or woman, mothers or fathers or not, should not enter into the consideration of the school boards at all. But that they are really excellent teachers equipped to deliver the goods in the school room is not only the primary consideration for the boards, but is almost 100 per cent. of the question for the school boards' consideration in engaging teachers.

Why should any ratepayer put up his good money to pay for a teacher who is essentially not-a-married-woman and who might be replaced by a married woman far more competent? The age that women upon marriage should become somewhat of household dodos because of the act of marriage, belongs to yesterday and may it ever remain so.

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There are more homes held together by the brains of the wife than there are so held by the brains of the husband. Of recent years our Normal schools are turning out hundreds of infants of 16 or 17 years of age, without their even having passed clear, declaring them competent teachers. The fact is many of them are incompetent in the extreme; yet making serious applications to school boards for positions. We had among the applications to our board in 1931 one from a would-be teacher; it contained only five errors in grammar, four errors in spelling and little or no syntax at all. (This within the space of a single page). Possibly according to some well defined public opinion we should have let out a married woman teacher and given this applicant her position. I need hardly say we didn't.

In almost every case of married women teachers, one finds they have employed in their homes a girl to do their work—possibly a girl less fortunate in life and who has no qualifications to teach or do a similar class of work and so there is simply one less maid out of work, while one more unmarried lady teacher. No possible injury to society has happened in such a case.

Of course there are cases, too, where the husband is a lazy good-for-nothing bum, wherein the lady teacher made a grave error in her marriage: But I ask in all fairness, should she be blacklisted in her profession for the rest of her life because of matrimonial miscalculations? If all women were thusly judged for their errors in matrimony, how many would be left in the category of the errorless? (For the sake of the males, I trust the women will refrain from truthfully answering this last query).

If there is an occupation under the sun where competence, efficiency, qualifications, etc., count more than in the teaching of our youth, then I for one have yet to be shown. Their school years generally end far sooner than we, their parents, first fondly planned. Much earlier than any of us assumed they find themselves out of school, out in the world; out to do for themselves. It will be ever thus. Then that they receive their school instructions from the most capable teachers, should be the very greatest concern of both parents and school boards. Should the day come (but there is no chance) when all the most competent and efficient teachers available are married women, then I would say: fill the schools, every last position, with those teachers—so called "well defined" but badly informed public opinion notwithstanding—if such there be.

Yours truly, Harry A. White—*Vegreville Observer*.

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TOPOGRAPHICAL MAPS DISCLOSE GEOGRAPHY AND HISTORY

GEOGRAPHICALLY, a topographical map is the book of all knowledge. In no other way could so much information be shown on a square foot or square inch of paper as upon such a map.

An example is the Calgary Southwest sheet of the National Topographical series, one of the units in Canada's national mapping program compiled by the Topographical Survey, Department of the Interior, on a scale of 1 mile to the inch. The publication, which embraces a territory 22 miles east and west by 17½ miles north and south, is obtainable upon application to the Surveyor General, Department of the Interior, Ottawa, for 25 cents in sheet form or for 50 cents if on linen back or in folder cover.

This district falls within what is known as the "foothill country," a famous ranching area for nearly half a century. The whole expanse is high and rolling with a good growth of native grasses. Being in the area influenced by the chinook winds, snowfalls are light and range stock graze throughout the year, requiring little winter feeding.

In the grassy covers and through the light woods the imported Hungarian pheasants have increased rapidly. These, with prairie chickens, ducks in the sloughs, and geese at migrating time, provide good sport in season.

Map Reveals Contours Every 25 Feet

A triumph of the mapper's science, the new sheet is unusually artistic in appearance. Over almost all of it are wavering brown lines like the graining of wood. These are the contour lines representing intervals of 25 feet in elevation.

A contour is the intersection of a horizontal plane with the surface of a country at any elevation. On topographical maps contour lines are drawn for equal differences of elevation, and hence indicate steepness or the reverse, according as they are crowded together or spread apart. With this map differences of height can be traced for every 25 feet of rise.

With the positions of southern slopes and northern exposures indicated, with streams, lakes and wooded areas clearly depicted, and such facilities as railways, roads, market towns, schools, churches, post offices, elevators, etc., shown, the "layout" of any portion of the district may be readily visualized.

One use which the teacher finds for the map is for the purpose of imparting a knowledge of local geography. With the sheet before them pupils may also quite easily make a relief map in plasticine.

It is plain that not only the geography but the history of a region is disclosed in a good map. When

tracing an explorer's journey from diaries more or less brief and often obscure, a topographical map enables the historian to travel, as it were, with the explorer, to determine very nearly his rate of speed, the probable position of his camping sites, and the extent to which the nature of the country retarded or facilitated his progress.

Old Camping Place of Thompson

In this particular map the greater portion of the Sarcee Indian reserve occupies about 85 sections of land. Here a people noted as one of the bravest and most warlike of the natives of the plains, find peaceful occupation on one of the most picturesque reserves in the Prairie Provinces. To the west lie the serrated white peaks of the Rockies, visible from many points in the mapped territory; billowing down from them like the giant waves of purple seas, are the foothills running into tawny mounds in the near distance, to finally drop away into the meandering tree-bordered brooks which net the Sarcees' reserve.

David Thompson, surveyor-explorer, journeying on a trading trip from Rocky Mountain House at the junction of the Clearwater and the North Saskatchewan, 130 miles northwest of Calgary, struck into the Bow river on the mapped region, on November 21, 1800, and continued on down it. Returning on a wide arc curving in from the south, he camped at or near what is now the Indian reserve, on November 27th. The Hudson's Bay Company's trail between Rocky Mountain House and the Bow river at Calgary, was the only one worthy of the name in all Southern Alberta when the first surveyors went in there to lay out the land. A map of 1881 of the Northwest Territories, as the Prairie Provinces were then called, shows it, and a Report of the Department of the Interior of the '80's describes it.

Due to the turbulence of the tribes the southern portion of Alberta never was favorite stamping ground for the fur-traders. Old Bow Fort, some fifty miles west of the mapped tract, after a checkered existence, was finally burned down by the Blackfeet in 1820, and not again re-established.

The Hudson's Bay Company found it impossible to get a footing in the Calgary country until after the North-West Mounted Police in 1875 founded Fort "Calgary," so named by Colonel James Farquharson Macleod.

A section and a half of the suburbs of the modern city, which grew from a frontier Mounted Police post, is shown on the sheet, as also are the C.P.R. Ogden shops. Two miles west, half way to the eastern boundary of the Sarcee Reserve, the Polo grounds and Chinook Jockey Club are mapped.

South from there, near Midnapore, stands Lacombe House, a home for orphans and the aged. This refuge represents one of the last of the good works in which the beloved Father Lacombe was interested. In this home he spent the latter part of his life, passing on in 1916.

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A group of black dots above the Elbow river represents Camp Sarcee, the military training centre for western Canada. The Indian Reserve, with practically the whole of the balance of the mapped tract, lies spread like a panorama in front of it, from snow-capped peaks on the west to open prairie country on the east.

The Fifth Meridian, which forms the eastern boundary of the map, was run by Surveyor Aldous, from Edmonton to near Macleod, in 1880. At one time it formed the easterly city limit. This portion of Alberta, including the mapped tract, was subdivided in 1883 by Surveyors Fawcett, Bray, McGrath, Kains, and Abrey.

Crown lands surveys in the West were, at the outset, divided into two classes: Block Surveys, by which outline boundaries of blocks containing four townships were surveyed; and Subdivision Surveys, following up the first, dividing the land within the outlines of each block into sections, laying off the road allowances and filling in the topographical details. It is noteworthy, that, in the new map, the topography, natural and artificial, is filled in for the first time with fineness of detail.

Restraint of Government Reports

The block surveyor and the subdivision surveyor were also exploratory surveyors. Western Canada owes much to these men who have never known union hours. Their work has been performed, almost invariably, under difficult living conditions, far from their homes, facing danger constantly in adventures "by flood and field," enduring cold and snow in a trackless, almost tenantless land.

The reports of the Department of the Interior contain the briefest records of their achievements. Truly these early reports constitute the major portion of the official history of the Prairie Provinces after Confederation.

For instance, in the year 1883, when the Calgary Southwest territory was subdivided, the surveyors met in Winnipeg on April 2. After repairing their carts, harness and other articles of outfit and purchasing their supplies they proceeded with their parties by rail to Moose Jaw, the wintering depot for their horses. There they remained for a short time until the grass should be long enough to supply grazing, finally travelling with Red River carts to Calgary. Calgary and Moose Jaw were made, at that time, the starting points for future surveys. A mail service with eleven men employed thereon was established at Medicine Hat, which point was reached by the Canadian Pacific Railway's main line that summer, and it provided for communication with the men in the field in the absence of a postal service in the then remote areas to which they were assigned.

In the year of 1883, anticipating a rush for lands, an agent was appointed for Calgary. Records of the Department of the Interior show that by 1885 over 40,000 head of cattle and nearly 10,000 sheep grazed upon lands leased from the Crown.

As the map shows, there are still heavy woods with more open forest cover scattered over the tract. As early as 1883 the Cochrane Ranch Company had a steam sawmill, called the "Calgary Bow River Mill," which, according to the report of the agent of the Crown, manufactured in that year 240,356

feet of lumber, 236,750 shingles and 10,000 lath. Lumber at that time sold around \$25 per thousand.

The restraint of government reports generally is illustrated by their Calgary agent's report of December 26, 1885, when he describes the climate as "unobjectionable," and then goes on to say that they "have had a beautiful summer and fall, no winter yet. Christmas day no fire was required; there were games of base ball and croquet played on that day." It is by no means unusual nowadays to see people of Calgary playing golf at Christmas time.

Irrigation was first recommended officially by the late William Pearce, Dominion Land surveyor of Calgary, in the early '80's. John Glenn, who took up land in 1875 at Fish Creek, irrigated a few acres, one of the first experiments of the kind in Alberta. This irrigated area lay close to the old Calgary-Macleod trail, surveyed by C. A. Bigger in 1880, which is now shown on the sheet as first class all-red route No. 1 of the Provincial Highways' system. On his tour of the North West Territories in 1881 the Marquis of Lorne, Governor General at that time, after camping on the Bow near Calgary, travelled over this trail to Fort Macleod.

Running close to it is the only railway serving the territory, the Calgary-Macleod branch of the Canadian Pacific Railway, built in 1892.

A good secondary road, coloured yellow, crosses the region in a general southwest direction to Millarville on the extreme south centre of the expanse and continues on through the oil-fields of the famous Turner Valley, 7 miles south off the map.

Leading from the wells northeast are the gas and oil mains which supply natural gas to the city of Calgary, for heating and other domestic purposes, and the crude oil for refining at the same city.

Big Job Ahead of Mappers

It will be remembered that the Indian title to these lands and others in southern Alberta was not extinguished until 1877, when the Sarcees, Blackfoot, Bloods and Peigans signed Treaty No. 7, at Blackfeet Crossing on September 22 of that year. On an old map of 1878, compiled by Surveyor A. L. Russell, the area between "Fort Calgary" and "Fort Edmonton" is a blank, as is the area between the former and "Fort Macleod."

Immediately after this date it became the big job of surveyors to subdivide the country with the homesteaders always at their heels. How well they did their duty may be assumed from the fact that nowhere else in the world has such a uniform system of subdivision survey been laid down over such a vast area.

Surveys engineers have an even greater job ahead of them in keeping up with the nation's mapping programme, necessary for the development of the country, than had the old-time surveyors in keeping ahead of settlement.

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